



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5520 N. 86th Street, Scottsdale, AZ 85250

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Chris Sawyer
Schedule : 07:30 AM to 04:00 PM
Grades : 7-8
Web Address : www.susd.org/schools/middle/Mohave/index.htm
Phone Number : (480) 484-5200
Fax Number : (480) 484-5201
E-mail : csawyer@susd.org

Mission

Mohave Middle School promotes academic and personal excellence within a safe and respectful community. Shared beliefs: to encourage leadership within our school and community, to treat others with respect and dignity, to set challenging and realistic goals, to always do your personal best, to promote equitable opportunities and resources for all, to ensure the use of technology for staff and students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Not Evaluated

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase individual student academic achievement in the area of reading while continuing to improve math and writing scores.
- ü To continue to seek resources for the community center on campus that assists parents, staff and students and offer parenting classes. The center focuses on the social, emotional, physical and intellectual needs of our families.
- ü To work with staff on data analysis and NCLB legislation.
- ü To implement the 'Effective Schools' correlates.

Enrollment

October 1, 2005 School Year Student Enrollment : 598
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 117

Instructional Programs

- ü Heterogeneous Groupings
- ü Exploratory Programs
- ü Humanities/Language Arts Block
- ü Gifted/Integrated/Thematic
- ü On-Site Special Education
- ü At-Risk Programs
- ü ESL Instruction
- ü Advanced Math, Humanities/Language Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To provide a stimulating/challenging academic program; to communicate openly and regularly with staff, students, parents; to encourage parent participation, to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education. Ensure the children in their care attend school. Participate in the activities of the school/parent organizations.

Transportation Policy

Transportation provided for students who live more than one mile from school and special education students whose IEPs require it. Safety and welfare of student riders is the first priority. Bus evacuation drills are conducted annually.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü (Staff member) Cuthbert-Douglas Scholarship recipient	2004
ü North Central Association Member 1994-2000	2001
ü Staff Member Selected to Run with Olympic Torch	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	313	2078	78546	100	99	97	570	571	543	5	7	15	10	9	18	59	55	52	26	29	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	982	38645	100	100	98	577	574	545	3	6	13	6	8	18	59	55	54	31	31	15
Male	170	1096	39792	100	99	97	564	568	542	7	8	17	12	10	17	59	56	50	22	27	15
African American	10	44	4205	100	100	97	NA	534	524	NA	16	22	NA	23	22	NA	48	49	NA	14	7
Hispanic	40	259	31177	100	100	97	539	527	524	15	22	22	15	19	23	58	50	48	13	9	7
Asian/Pacific Islander	NC	68	1940	NC	100	99	NC	600	580	NC	NA	5	NC	4	9	NC	53	53	NC	43	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	523	515	NC	22	28	NC	22	25	NC	50	43	NC	6	4
White	254	1675	36450	100	99	97	575	579	563	4	4	7	9	7	12	59	56	57	29	32	23
Students with Disabilities	36	199	8093	100	98	82	504	504	489	33	39	50	36	26	24	28	29	23	3	6	2
Students without Disabilities	277	1879	70453	100	100	100	578	578	549	1	3	11	6	8	17	63	58	56	29	31	16
Limited English Proficient Students	10	102	9323	100	100	94	NA	498	491	NA	44	47	NA	25	28	NA	25	24	NA	5	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	60	340	34694	100	99	96	546	528	524	17	22	23	10	19	23	60	51	48	13	8	7
Non-Economically Disadvantaged	253	1738	43852	100	100	99	576	579	559	2	4	10	9	8	13	59	56	56	29	33	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	313	2081	79045	100	100	98	537	535	512	4	4	10	11	14	25	71	67	58	14	14	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	982	38860	100	100	98	549	544	519	2	3	7	6	11	22	74	68	62	18	18	8
Male	170	1099	40075	100	100	97	527	528	505	6	6	12	16	17	28	68	67	54	10	10	6
African American	10	44	4250	100	100	98	NA	505	500	NA	14	12	NA	16	31	NA	68	54	NA	2	3
Hispanic	40	258	31314	100	100	98	496	496	493	20	16	16	15	31	34	65	50	48	NA	3	2
Asian/Pacific Islander	NC	68	1949	NC	100	99	NC	547	536	NC	3	4	NC	7	15	NC	72	66	NC	18	15
American Indian/Alaskan Native	NC	33	4719	NC	100	96	NC	495	489	NC	15	15	NC	30	39	NC	55	45	NC	NA	2
White	254	1678	36730	100	100	98	544	543	532	1	2	4	11	11	16	72	70	68	16	16	12
Students with Disabilities	36	202	8552	100	99	87	476	476	463	31	27	35	33	36	40	33	35	23	3	2	1
Students without Disabilities	277	1879	70493	100	100	100	545	541	517	1	2	7	8	12	24	76	71	62	15	15	8
Limited English Proficient Students	10	101	9355	100	100	95	NA	460	456	NA	35	37	NA	47	48	NA	18	15	NA	1	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	60	341	34922	100	99	96	509	498	493	15	13	15	17	33	34	60	51	48	8	4	3
Non-Economically Disadvantaged	253	1740	44123	100	100	99	544	543	527	2	3	6	10	11	18	74	71	66	15	16	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	312	2082	79657	100	100	99	586	586	566	1	1	3	4	5	8	93	90	87	2	4	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	142	985	39120	99	100	99	599	599	580	NA	0	2	1	2	4	95	91	92	4	6	2
Male	170	1097	40423	100	99	98	576	575	553	1	2	5	6	7	12	92	90	83	1	2	1
African American	10	44	4290	100	100	99	NA	563	560	NA	2	4	NA	9	9	NA	89	86	NA	NA	1
Hispanic	39	260	31642	98	100	99	576	555	552	NA	3	5	8	12	11	92	84	84	NA	0	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	606	589	NC	NA	1	NC	1	3	NC	90	91	NC	9	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	547	547	NC	9	5	NC	6	14	NC	85	81	NC	NA	0
White	254	1677	36929	100	99	99	589	592	579	1	1	2	3	3	5	94	92	91	3	5	2
Students with Disabilities	36	201	9069	100	99	92	544	525	508	3	6	11	22	25	30	72	68	58	3	0	1
Students without Disabilities	276	1881	70588	100	100	100	592	592	573	0	0	2	1	2	5	96	93	91	2	4	1
Limited English Proficient Students	10	100	9521	100	100	96	NA	519	507	NA	8	13	NA	19	24	NA	73	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	59	342	35341	98	99	97	560	553	551	2	3	5	12	14	12	83	83	83	3	1	0
Non-Economically Disadvantaged	253	1740	44316	100	100	100	593	593	578	0	1	2	2	3	5	96	92	90	2	5	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	282	2187	78400	100	100	97	568	577	554	13	12	21	13	13	19	60	54	47	14	21	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	1064	38686	100	100	98	572	578	554	12	11	20	11	13	20	62	57	49	15	19	12
Male	149	1123	39636	99	100	96	565	576	554	13	14	23	15	13	18	58	51	46	13	22	13
African American	12	57	4193	92	97	97	554	535	533	17	28	32	25	32	23	50	35	40	8	5	5
Hispanic	29	299	30732	100	100	97	544	530	534	21	33	31	10	25	24	66	37	40	3	5	5
Asian/Pacific Islander	NC	73	1827	NC	100	99	NC	617	594	NC	7	8	NC	3	12	NC	48	49	NC	42	31
American Indian/Alaskan Native	NC	35	4536	NC	97	95	NC	544	528	NC	23	35	NC	23	25	NC	46	37	NC	9	4
White	231	1723	37038	100	100	97	572	586	575	11	8	11	13	10	14	61	58	56	16	23	19
Students with Disabilities	23	185	7840	100	100	81	494	509	498	70	54	60	17	17	18	9	27	20	4	2	2
Students without Disabilities	259	2002	70560	99	100	99	575	583	560	8	9	17	13	12	19	64	57	50	15	22	14
Limited English Proficient Students	NC	97	8956	NC	100	95	NC	492	502	NC	67	56	NC	20	25	NC	13	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	47	368	33014	98	100	95	541	529	534	26	35	31	21	24	24	49	38	40	4	3	5
Non-Economically Disadvantaged	235	1819	45386	100	100	99	574	587	569	10	8	15	11	11	15	62	57	52	16	24	18

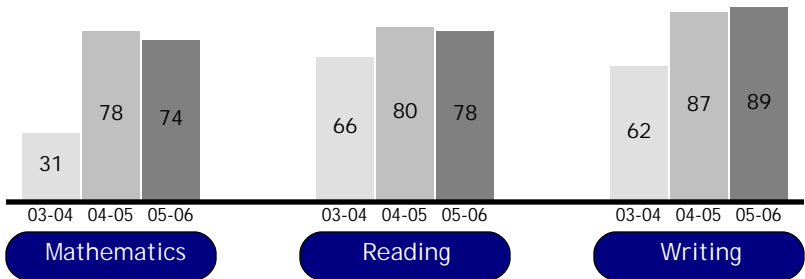
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	282	2189	79179	100	100	98	536	542	519	7	6	11	15	15	27	72	69	58	6	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	1064	38974	100	100	99	546	549	524	4	4	8	14	12	25	75	73	61	7	11	5
Male	149	1125	40124	99	100	97	528	535	513	10	9	13	16	17	28	69	65	54	5	9	4
African American	12	57	4243	92	97	98	524	509	506	8	21	14	17	25	32	75	49	51	NA	5	3
Hispanic	29	298	30987	100	100	98	516	498	498	7	22	17	31	29	36	62	47	45	NA	2	1
Asian/Pacific Islander	NC	73	1832	NC	100	99	NC	560	543	NC	3	4	NC	8	17	NC	78	69	NC	11	10
American Indian/Alaskan Native	NC	35	4573	NC	97	96	NC	506	494	NC	9	16	NC	43	41	NC	46	42	NC	3	1
White	231	1726	37467	100	100	98	541	550	539	6	3	5	13	11	17	74	74	70	7	11	8
Students with Disabilities	23	187	8567	100	100	88	474	479	467	39	33	39	35	33	38	26	33	22	NA	2	1
Students without Disabilities	259	2002	70612	99	100	99	542	547	524	4	4	7	14	13	25	76	72	62	6	11	5
Limited English Proficient Students	NC	97	9013	NC	100	95	NC	452	461	NC	51	40	NC	43	48	NC	6	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	47	368	33345	98	100	96	518	496	499	9	20	17	28	33	36	62	45	46	2	1	1
Non-Economically Disadvantaged	235	1821	45834	100	100	99	540	551	533	7	4	7	13	11	19	74	74	67	6	12	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	282	2182	79734	100	100	99	575	579	554	0	2	3	10	10	19	88	87	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	1064	39243	100	100	99	594	594	568	NA	1	2	2	5	12	95	92	85	2	2	1
Male	149	1118	40413	99	99	98	558	565	541	1	3	4	17	15	26	81	82	70	1	1	0
African American	12	57	4285	92	97	99	573	547	548	NA	2	3	8	26	22	92	70	74	NA	2	0
Hispanic	29	296	31254	100	99	99	564	536	539	NA	7	5	10	24	25	90	70	70	NA	NA	0
Asian/Pacific Islander	NC	73	1837	NC	100	99	NC	597	579	NC	3	1	NC	5	9	NC	88	87	NC	4	2
American Indian/Alaskan Native	NC	35	4613	NC	97	97	NC	561	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	231	1721	37668	100	100	99	577	587	569	0	1	1	10	7	13	88	91	85	2	1	1
Students with Disabilities	23	183	8943	100	99	92	506	511	495	4	10	11	52	42	51	43	48	38	NA	1	1
Students without Disabilities	259	1999	70791	99	100	100	581	585	561	NA	1	2	7	7	15	92	91	83	2	1	0
Limited English Proficient Students	NC	96	9138	NC	99	97	NC	477	492	NC	20	13	NC	48	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	47	365	33718	98	99	97	557	535	538	NA	6	5	17	26	26	83	68	69	NA	NA	0
Non-Economically Disadvantaged	235	1817	46016	100	100	100	579	588	567	0	1	2	9	7	14	89	91	84	2	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	67	NA	54	100	62	63	50	100	72	70	54
	Language	99	74	78	58	100	67	67	52	100	73	75	58
	Mathematics	99	76	76	62	100	61	61	50	100	68	68	54
8	Reading	98	67	NA	55	100	61	65	51	100	70	72	58
	Language	98	64	71	52	100	60	64	50	100	63	68	56
	Mathematics	98	69	74	61	99	64	65	53	100	63	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
2 School Administrator(s)	Ü School Vision
1 Non-certified Employee(s)	Ü Develop & Implement School Improve Plan
6 Teacher(s)	Ü Establish/Coordinate School Goals
3 Parent(s)	Ü Public Relations
0 Community Member(s)	Ü Promote Continuous Student Achievement
0 Student(s)	Ü Conduct Self-assessment

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	2.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	1	0	0
10 or more years	6	7	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site
Special Facilities

- Ü Multimedia Computer Labs
- Ü In-house TV Channel

Extracurricular Activities	
Ü Service Learning	Ü Environmental Club
Ü Student Leadership and Government	Ü Computer Club
Ü National Junior Honor Society	
Ü Athletic/Intramural Programs	

Social Services	
Ü Scottsdale Prevention Institute	Ü Social Worker
Ü Scottsdale Parks and Recreation	
Ü Boys & Girls Club	
Ü Community Resource Room	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Mohave's School Improvement plan goals were reached. Students showed growth in math scores. Mohave's math scores improved from 31% to 82% meeting or exceeding the standard in math.
- ü Mohave accomplished its goal to provide a positive, respectful, and safe learning environment. Staff worked to create an evacuation plan to help ensure student safety. This drill was practiced by the entire school.
- ü Teachers created web-sites to enhance parent/teacher communication. Teacher web pages have at least three pages and will be updated for the next school year as well as additional components added.
- ü Mohave met its goal of at least 80% of staff logging at least six hours of professional development related to School Improvement Plan goals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

100% of students have signed the Wildcat Pledge promoting the message RESPECT. Zero-tolerance program regarding teasing/bullying. Special events: Wacky Wildcat Day, Powerhouse Assemblies, Pride Week, Schoolwide Community Service and Mini-Town.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Chris Sawyer	(480) 484-5210
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Barbara Aubrey	(480) 941-2329
Student Health/Nurse	Leslie Sharp	(480) 484-5211

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.